DOCUMENT RESUME

ED 331 173 EA 022 935

AUTHOR Pautler, Albert J., Jr.
TITLE Structured Clinical Experiences for the Preparation of Educational Leadership Personnel for the Future.
PUB DATE Apr 91
NOTE 25p.
PUB TYPE Information Analyses (070) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Education; *Clinical Experience; Elementary Secondary Education; *Field Experience Programs; Graduate Study; Higher Education; *Internship Programs; Practicums; *Program Evaluation; Theory Practice Relationship

ABSTRACT

Literature on clinical experiences in educational administration programs is reviewed along with materials collected from University Council for Educational Administration (UCEA) member institutions. Focus is on materials that support the value of structured clinical experiences. A framework for clinical experiences is developed, which is based on the following goals: assessing career commitment; refining school goals; practicing in realistic settings; developing competence; and promoting personal professional development. These purposes are incorporated into a three-level program plan, consisting of an aideship, internship, and associateship stage. Suggested operational guidelines for internship programs include job content analysis, alignment of the theory/practice relationship, and selection of appropriate learning experiences. (18 references) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

STRUCTURED CLINICAL EXPERIENCES FOR THE PREPARATION OF EDUCATIONAL LEADERSHIP PERSONNEL FOR THE FUTURE

ED331173

Albert J. Pautler, Jr., Professor
Department of Educational Organization, Administration, and Policy
Graduate School of Education
STATE UNIVERSITY OF NEW YORK AT BUFFALO

Introduction

Clinical experiences are an important component of the programs to prepare educational leaders for the future. This article is based upon a review of the literature and materials collected from UCEA member institutions on the topic of clinical experiences. The purpose was to review previous writing and research on the topic and compare it to practices evident amoung UCEA institutions. The result is the suggestion that structured clinical experiences be developed using a framework to encourage proper planning and assure curriculum alignment between theory and field practice.

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☑ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. J. Pautler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 022 935

STRUCTURED CLINICAL EXPERIENCES FOR THE PREPARATION OF EDUCATIONAL LEADERSHIP PERSONNEL FOR THE FUTURE

Griffiths (1988) in a UCEA Occasional Paper indicates that the most critical phase of an educational administrator's preparation may be the supervised practice component of the program of study. He suggests that the clinical experience component should begin on almost the first day of graduate study. According to Griffiths this early phase may start with observations of school board meetings and administrators in action. These beginning clinical experiences should be planned and supervised by university faculty.

In my own professional career this observation began during two student teaching assignments in different school districts. It continued with my interview for my first teaching position and during ten years of teaching experience. One could not help but observe, the department chairman, assistant principals, principal, assistant superintendent, and superintendent. My personal judgement of administrative leadership skills was started based upon those who supervised me during those early days of teaching. Each administrator served as a role model, either a good role model or a bad role model. Both were evident in my own value judgement of observed administrative performance.

In reflection, my concern was with what these people did to help me develop and become a better teacher. This phase of development lasted until after tenure was granted and perhaps for two or three more years. At that time my concern started to shift to what other choices were available in my chosen career of education. These administrators now became more interesting as role models and future career path

models. The career paths from teacher onward are limited. Not too many choices when you think about it within the educational organization: guidance, librarian, nurse, assistant principal, principal, supervisor, and central office staff, superintendent, and university professor. According to Jacobson (1990) " The fact that teachers would choose to self-select school administration is not at all surprising because administration represents the logical, if not the only, step upward in education's rather flat organizational hierarchy" (p. 164).

Those encouraged by others to think about moving into administrative positions or self-motivated to move into this arena now search for university programs leading to certification. The motivation to move into administrative positions might also be as a result of financial rewards. The National Association of Secondary School Principals (1990) report average principal salaries as follows: high school $55,722, junior and middle school $52,163, and elementary school as $48,431. These salaries are almost double those reported by the National Education Association for 1989 for teachers which was $29,648.

It is at this stage that Griffiths (1988) idea of supervised practice comes into operation. He recommends providing a structured clinical experience for students early in their graduate programs in educational administration almost starting the first day. The majority of these students will be experienced teachers. The theme of this essay deals with a review of the literature and related materials dealing with clinical experiences in preparation programs for educational leadership personnel.

RATIONALE AND PURPOSE

The National Policy Board for Educational Administration (1989) recommends that one full-time year of academic residency and one full-time year of field residency be

included in Ed.D. preparation programs. The University Council for Educational Administration (UCEA) at it's 1989 Plenary Session included in The Preparation of Educational Administrators: Statement of Purpose (1989) the following: " Professional preparation programs should include concentrated periods of full-time study and supervised clinical practice" (p.1). According to Daresh (1987) there is widespread agreement that internships are worthwhile to participants and that preparation programs view clinical experiences as valuable components of their requirements.

Pautler (1990) in his recent study of UCEA member institutions clinical experiences reported that most require some form of clinical and/or internship experience. He reported that about 300 hours was the average number of hours spent in some form of internship experience. This was a total of full as well as part-time experiences and may have taken place over a semester, year, or even longer period of time. Daresh (1987) states, " In the past 15 years, the number of states requiring some form of internship or field experience as part of initial administrator certification standards has increased from ten to 25" (P.1). The time required in clinical experiences and internships varies from less than 100 hour to more than 800 hours in UCEA member institutions (Pautler, 1990). In many cases the clinical phase of the programs comes at the very end of course work toward certification or a degree.

According to Milstein (1990) there is no one best model for a clinical sequence within a program of educational administration. But, he does suggest a proposed six-phase sequence of clinical activities. This includes the following components: understanding the context; observing and shadowing; long range planning; application; evaluation; and placement and follow-up activities (p.124). He goes on to describe the components in some depth.

The internship experience in most preparation programs comes at the end of the degree or certification program.

Other clinical phases of the program appear earlier and models such as that suggested by Milstein abound in the literature. Terms vary and may include such words as aideship, associateship, internship and others. Jacobson and Conway (1990) deal with the theme of educational leadership in an age of reform. The various chapters in this edited work only goes to support the lack of definition of clinical programs and the value of such programs in the preparation of school leadership personnel.

The purpose of this essay is to review materials collected from UCEA member institutions and review the literature of significance to clinical experiences for educational leadership personnel. Of major concern are those materials which deal with and support the value of structured clinical experiences. The need for such a review developed based upon the previous study conducted by Pautler (1990) dealing with internship requirement of UCEA member institutions within the United States.

BACKGROUND

Clinical experiences within the preparation programs for school administrators as used in this essay refers to those field based aspects which may be considered as learning by doing. Such activities may also be called field-based learning or practica (Daresh, 1987). Donald Schon (1984) refers to this as "knowing-in practice" or "reflection-in-practice" (p.42). Such clinical experiences may be of short time duration or long term internship types of activities. Ideally, they should be structured and planned so that they align with the theory portion of the curriculum presented in administration preparation programs.

The clinical phase of the program needs to have a base within some form of operational educational agency. It would make most sense to have someone preparing for a high school principal position to have practical experiences at that

level. In some cases this would be some type of contract or agreement between the university, local educational agency, and the student. In the State of Florida it appears that universities are responsible for the theory part of the preparation program and that county educational agencies provide the field practice base. Theory is the responsibility of the universities and field practice that of the county educational agencies.

In New York State potential administrators must seek certification from a college or university program and complete an internship. This internship experience needs to be documented on an official transcript of the student's work. Criteria for such internships vary from school to school even in terms of number of clock hours of experience. An internship experience must be documented on a university transcript.

We do know that as Daresh (1987) reported that 25 states have some form of internship requirement. Pautler (1990) reports that the average number of hours of internship experience in UCEA institutions averages about 300 hours with a range from less than 100 hours to more than 800 hours. This just addresses internship experience and not other forms of clinical experiences.

At the State University of New York at Buffalo three levels of clinical experiences are built into the program and articulated with the theory portion of the program. During the first phase of the program, called core, an aideship component is included which deals with observation activities of administrators in action. About mid-way into the program the internship experience is built into the program. Ideally, this would be a full year paid experience within a local educational agency. However, it is often necessary to reduce this experience to one semester or longer on a part-time basis. The third clinical component is called the associateship and is usually a group activity working on a real project or activity in a local educational

agency. Every attempt is made to align these clinical components with the theory part of the program.

Boston University requires certification students to take a pre-practicum/internship within the first two semesters of starting the program. This has a field component. Later in the program students take another practicum/internship that would include 150 or 300 hours of work assignment in a school.

The state of Kentucky has implemented a testing program including the Kentucky Specialty Test of Instructional and Administrative Practices. Successful completion of this test and other requirements results in the awarding of a Statement of Eligibility for Internship which allows the individual to seek employment as a principal. When employed the first year on the job becomes the internship experience. A principal intern committee is appointed an includes a university administrator educator. The University of Kentucky calls this a formal first-year-on-the-job format.

From these several examples one can note the variation in clinical experiences that are presently being provided. Solid empirical data to support any of these approaches does not seem readily available. It is evident from the programs reviewed that sponsors believe in clinical experiences, choose to use them, and do require them as parts of their various programs.

PURPOSES OF CLINICAL EXPERIENCES

UCEA (1989) has called for the establishment of formal relationships between educational administration preparation programs and school districts. These partnership sites can be used for clinical study, field residency, and applied research according to UCEA. Griffiths (1988) states, " The clinical experience might well be organized by a university professor, but the students should be supervised by top administrators from outstanding public schools" (p.17).

The National Policy Board for Educational Administration (1989) recommends that the Ed.D. degree should be the final educational experience for school administrators. It also recommends that such Ed.D. programs include one full-time year of academic residency and one full-time year of field residency (p.18). The National Board 's justification of it's clinical experiences and field residency recommendations states the following:

> Some programs provide no opportunities for students to practice their skills through clinical experiences or field residency. Those that do seldom integrate such experiences with the regular coursework of the department. Internships or residences are ordinarily arranged in the student's home school district and often consist of an hour or two a day on top of the student's regular teaching load (p.11)

According to Milstein (1990) " the purposes of clinical experiences are to enable students to be exposed to reality-based programs that permit a balance between learning about and learning how and that are rooted in a solid foundation of learning why" (P.122). In this process he sees the opportunity for the student to demonstrate mastery of those skills expected of educational leaders. From a research perspective Daresh (1987) states " comprehensive analyses of learning by doing for prospective school administrators have been virtually absent from the literature" (p. 4). He goes on to indicate that little has been written describing the nature of research in this arena of educational administration. If this is the case it would seem that this would be a good area for some meaningful empirical studies dealing with the value of clinical experiences.

Without a solid or even semi-firm foundation of research to support the need for and value of clinical

experiences for educational leadership personnel it becomes difficult to deal with what purposes should be served by such experiences. In spite of this, since the mid-1970's the number of states requiring some form of internship requirement has increased from 10 to 25 " (Gousha, Lopresti, & Jones, 1986). In addition, Pautler (1990) reports that most UCEA member institutions require some form of internship or clinical experience as part of their programs. One must assume that clinical experiences are important to the prospective school administrator and that no one model of program fits all situations.

Daresh (1987a) in addressing the rationale for the practicum quotes from the earlier work of Turney (1973) which was directed to the practicum as used in student teaching. This seems to make as much sense as anything else in the literature in dealing with the purposes of clinical experiences as part of educational administrator preparation programs. Using Daresh's (1987a) framework you have the following five purposes:

1. Assessing career commitment;
2. Refining school goals;
3. Practicing in realistic settings;
4. Developing competence;
5. Promoting personal professional development (p.5-12).

These five statements will serve as the framework for clinical experiences for the remaining section of this essay.

A FRAMEWORK FOR CLINICAL EXPERIENCES

The work of Turney (1973) and Daresh (1987a) will form the framework for this clinical experience model built upon the five statements as listed above. Data collected by Pautler (1990) from UCEA member institutions and other literature including the Milstein (1990) model are also

included in this framework for analysis purposes. Under ideal circumstances attempts should be made to align the clinical parts of the program with the theory components.

Assessing Career Commitment

Student teaching at the end of a four year college program occurs too late for aspiring teachers if at that time they find out they have made a wrong career choice. Likewise internships at the end of administrator preparation programs that serve as the only clinical experience in a program does little to help the administrator candidate in assessing his/her career commitment. It comes too late in the process.

Jacobson (1990) reports that New York State has the highest supply-demand ratio for school administrators. He also indicates that in spite of the high number of certified administrators some districts experience difficulty in recruiting high quality candidates. It may also be that many who take the time, trouble, and expense to become certified to apply for administrative positions find out too late that they do not want to become an administrator. It may be that if appropriate experiences were built into the preparation programs that this situation would not be the case.

Petrie (1989) the co-chair of a Task Force to Study the Preparation and Licensure of School Administrators and Supervisors reported that one-fourth of the teaching force in New York State is licensed to be an administrator. The license is like a ticket to a sporting event in one sense. The ticket gives you the right to view the game, the license gives you the ticket to make application for administrative positions. All this means is that one-fourth of the teaching force in New York completed State Education Department approved programs to be licensed as school administrators. What percentage of these teachers that even apply for

administrative positions is not know. What percentage that are employed as school administrators is not know at this time. But, it would seem that a ready supply of "licensed administrators" is readily available in New York. Many may find out that after completing the various programs that they never want to be a school administrator. Could this be avoided by earlier clinical experiences during the first year of graduate study ?

At the State University of New York at Buffalo all entering educational administration students are required to take a core sequence of either 6 or 12 semester hours including an aideship component. The aideship is intended to be the first of three clinical experiences required in the program. The coordinator of the program recently voiced concern about the high number of students who start programs and then dropout. If the aideship component is working this may account for one reason for the high number of dropouts. Some learn early that they do not want to become school administrators. It allows them to look to other areas for graduate study in education or other areas.

This would seem to support Griffiths (1988) position that beginning educational administration students should start clinical experiences almost from the first day of study. Little agreement seems evident as to the nature of such experiences and/or the alignment of such experiences with the theory part of the program.

It would seem essential that such beginning experience serve at least two major purposes. First, that the experiences provided assist the student in assessing his/her own career commitment to this area of future endeavor. This should be considered of personal value to the student. Second, the experiences should assist the faculty in assessing the abilities of the students involved in the program. Is this the type of person that will make it as a school administrator. At the same time how can the experiences be planned so that they align with the theory part of the program.

Faculty responsible for such programs need to view such clinical strands of the programs as important and not make-work add-ons. This means more than just observation of school administrators at work or analysis of case studies. It means assigned responsibilities within the environment and an opportunity to demonstrate and practice leadership within the school environment no matter how small the assignment may seem.

Refining School Goals

Refining of school goals might better be stated in terms that would mean that the student is proactive within the clinical experience being provided in the local educational agency. It is of course true that the student is in the clinical situation as a personal learning experience for his own development. He/she is observing and taking part to the extent of the agreement between the university (sponsor) and the local educational agency (site). The agreement amoung, student, university and local educational agency, may specify learning criteria or competencies to be completed during the experience.

Daresh (1987a) observes that most field based programs are designed to allow students to "play at being administrators rather than in engaging in real leadership situations" (p. 8). He would like to work toward the end that interns work on real issues and help to refine school goals. It might best be referred to as active participation in the school setting. In the Milstein (1990) model he references this as "deductive examination and long-range planning" (p.126). He makes mention that at the University of New Mexico students work toward analysis based upon internship experiences and share these in scheduled seminars. Ideally of course, these experiences should be shared with the local educational agency involved in the partnership arrangement.

At the State University of New York at Buffalo this type of activity takes place in the associateship. This now follows the internship experience and allows for group involvement on a real problem or activity within a school district or educational agency. A contract with the local educational agency and the university is planned with the group of students and the university professor assigned to the associateship experience. Over the past several years various programs involving the following have been completed: reducing dropouts; middle school reorganization; development of a teacher center; evaluation of staff development program; and school bussing review.

These types of activities allow students to be active participants with the administrators within the schools while at the same time learning under real conditions.

Practicing in Realistic Setting

The literature is clear that clinical experiences for students be provided in realistic settings ideally closely ssociated with the career direction that the students plan to follow. The clinical experience according to Peper (1988) should be " a well-designed and executed clinical education for prospective school administrators would be one that is well grounded in a matrix of academic course preparation and rigorous research on administrative practice and policy development" (p. 361). This implies careful planning for the experience and selection of the agency in which the activity will take place.

The policy statement by UCEA (1989) calls for partnership arrangements between universities and school districts in order to establish sites for clinical study, field residency, and applied research. This echoed the same statement as issued earlier by the National Policy Board for Educational Administration (1989). Griffiths (1988) deals with this aspect in his Strand IV dealing with involvement in supervised practice.

Providing the realistic setting does not seem to be much of a problem. Pautler (1990) reports that most UCEA institutions require clinical experiences for their students who are not certified when they start programs. The aspect of "practice" may be the more difficult parameter to put in operation. Just like most student teaching situations, administrative clinical experiences, take part in a controlled environment. As Daresh (1987a) states, " In practice, however, the notion of allowing people to learn by doing as administrators is frequently reduced to a less-than-satisfying experience" (p.9). When part-time after normal school hours experiences are provided to allow full-time classroom teachers to "play-at" being school administrators can this be considered realistic ?

This writer has come to the conclusion that a short term full time experience is better than a long term part-time experience. The experience should be well designed and be competency based in nature and be well controlled by those responsible for the program. This issue of the length of time needed for the experience is rather vague. As indicated earlier, Pautler (1990) reported that the average time in internships for UCEA institutions was about 300 hours. That time may have been spread out over a semester or two or longer. That would be equal to about 8 weeks of full time involvement in a realistic setting which would be tightly controlled.

Developing Competence

From the prospective administrator's perspective it would seem that the strongest argument for being involved in clinical experiences in a preparation program would be to develop competence as an administrator. In addition clinical experiences, as previously noted, should serve as a means of testing one's own career commitment. Such experience should be as realistic as possible in order to test ones self in as true to life a situation as is possible.

Daresh (1987a) argues that "what is suggested here is that the person who does not gain practical experiences before employment will be incompetent on the job, while the person who engages in preservice practical experiences will be successful" (p.10). He goes on to build his case that there are talented administrators who never took part in clinical preservice programs and terrible administrators who did take part in sophisticated clinical experiences. This was not supported by any type or mention of an empirical data base. If Daresh is correct his argument does little to support the value of any type of clinical experiences for future school administrators.

Pitner (1988) in writing about the state of the art of school administrator preparation states the following: "Clinical training strategies are proposed as more relevant alternatives to traditional academic training....Perhaps the most widely recognized clinical strategy is competency-based training" (p.382). This seems to support the position that competency-based programs can and should be used to attempt to develop competent administrators.

In Western New York several administrator preparation programs have jointly developed an organization called the Committee for Identifying and Developing Educational Leadership (CIDEL). The CIDEL group has developed and put into operation an Internship Matrix which is used for planning internship experiences for students at the various schools that are involved in the effort. It is an attempt to use competency statements and targets for the interns to reach. This is presently used for internship experiences only but could be expanded to include other types of clinical experience (CIDEL, 1990).

Preparation programs are attempting to prepare well qualified school administrators for a variety of positions. One must assume that the programs (curriculum) in place are based upon a job analysis of the leadership roles the program is trying to prepare people for. Tasks in the form

of competencies should be well spelled out and deal with both theory and practice. One way to achieve this is to use competency statements and behavioral indicators such as are used in the Florida Principal Competencies (1986) materials.

Promoting Personal Professional Development

The fifth and last section of the framework for considering clinical experiences is the objective of promoting personal profession development for the student. Daresh (1987a) views this experience as a time of personal reflection and opportunity to access personal strengths and weaknesses as an educational administrator. If the clinical experiences provided during the period of study can accomplish this for the candidate it should prove very helpful for future career development and growth.

In the Milstein (1990) model the promotion of professional development may be considered in two areas: first, in the area of evaluation and second, in Milstein's idea of placement and follow-up. He would like to see program sponsors active in assisting graduates in obtaining the jobs that they want. This includes obtaining the necessary certification, preparing resumes, and interviewing procedures. In addition periodic follow-up of graduates of the program should be conducted as a means of program evaluation and as possible sources for clinical experiences for future students.

As Daresh (1987a) correctly indicates. "the practicum must be conceived of as something more than an opportunity to go into schools to try out some skills" (p.12). If program sponsors are concerned with the personal professional development of students some method of including appropriate experiences must be built into the program.

STRUCTURING CLINICAL EXPERIENCES

Those planning for or operating educational administration preparation programs that are committed to a balanced program of theory and clinical practice need to decide on some framework for the program. If the planners accept the framework presented by Turney (1973) and expanded by Daresh (1987a) it becomes a matter of developing clinical experiences that align with program theory and include the agree upon framework. The framework discussed in the previous section includes the following: assessing career commitment; refining school goals; practice in realistic settings; developing competence; and promoting personal professional development.

In a recent study Pautler (1990) reviewed materials from UCEA member institutions dealing with clinical experiences primarily with internship experiences. This paper is an expansion of that first effort and deals with structuring of clinical experiences. Little evidence of planned structure between theory and practice was evident. It appeared that clinical experiences were loosely coupled to the theory part of the programs. Materials reflected little that would indicate that attempts were made to align the clinical experiences to the theory part of the program.

Peper (1988) states, " A well-designed and executed clinical education for prospective school administrators would be one that is well grounded in a matrix of academic course preparation and rigorous research on administrative practice and policy" (p.361). He goes on to call for a matrix of academic and clinical experiences that are conjoined in a lattice. This seems to support equal attention to the theory side of the program as is given to the clinical side. Ideally one would hope to see curriculum alignment practiced that would link theory with practice within the framework suggested by Turney (1973) and Daresh (1987a).

The structuring of clinical experiences within a program must also be considered after a decision on what to

include in the program is agreed upon. After content, learning experiences, competency-based criteria, etc, have been agreed upon, when do you require the experiences. An internship near the end of a program comes to late for those assessing their own career commitment. It would seem that clinical experiences should occur two or three times during a program of study. The program at the University at Buffalo may serve as a model for this type of effort. The first phase is the aideship, followed by internship, and ending with an associateship experience. No doubt other similar models may exist. Milstein's (1990) six step model may also fit the requirements of some institutions. It may also be collapsed in two or three components for practical purposes.

Professional decisions regarding the full range of clinical experiences need to be made by those planning such experiences. Some considerations for structure follow:

1. Decision on content for the clinical experience.
2. Alignment of content with theory part of program.
3. Selection of appropriate learning experiences based upon content decisions.
4. Framework for clinical experiences within the program.

SUGGESTED OPERATIONAL GUIDELINES

Those planning clinical experiences or modifying existing clinical programs may find the following operational guidelines of help.

Decision on Content for the Clinical Experience

Ideally a job analysis should be conducted and validated to determine the content of the clinical experience program. The problem centers on what job ? The job may be that of principal, business manager, or superintendent of schools. In other cases it may be more generic and deal with educational leadership skills.

In Florida it may be that the Florida Principal

Competencies serve as the basis of content decisions. In Kentucky it may mean the use of 23 suggested criteria for principals which are based upon a performance based evaluation. At Texas A & M it may be based upon suggested activities that are included in their internship handbook.

The University of Maryland lists tasks under the following major headings: governance and administration, educational program, staff personnel, student personnel, business and finance, plant facilities, student transportation, and food service. Various clinical experience activities are listed under each heading.

Those responsible for the program must make professional decisions regarding the content for the clinical part of the program. Ideally, the content selected for inclusion in the clinical program should be based upon a task analysis of the position that the student is preparing to enter upon program completion. If a more generic approach dealing with educational leadership skills in general is used a more general task analysis would prove acceptable.

Alignment of Clinical and Theory Components

Little evidence of attempts to align clinical activities with the theory part of the programs in UCEA member institutions was found in the documents reviewed. Proponents of alignment include the National Policy Board (1989), Peper (1988) and Daresh (1987a). They may not use the word alignment, but, do imply it's principles.

A simple matrix might be used to demonstrate curriculum alignment between theory and clinical practice. The matrix may list the clinical content to be covered and reference it to certain theory courses in the program. The matrix may also be used to align clinical, with theory, with texts used in the program.

On some tasks alignment might not be achieved between theory and practice. An example might be the development of

a master schedule for a secondary high school. It is possible that this experience may not be included in the content of a course within the program. Therefore some notation has to be made to indicate how the student will gain the necessary theory base supporting the clinical.

Practicing curriculum alignment principles will help assure a relationship between the theory and practice components of the educational administration program.

Selecting Appropriate Learning Experiences

After the decision is made regarding the content for the clinical phases of the educational administration program appropriate learning activities need to be selected that would articulate with the content. Upon review of UCEA member institutions program materials these types of experiences may be called by various titles including: activities listing; proficiency listing; task listing; principal competencies; or leadership tasks.

St John's University makes use of an Internship Program Proposal Form which lists experiences proposed for a school based internship. This listing includes 33 program experiences with an estimated number of hours for each. Topics such as the following are included: supervision of classroom instruction; scheduling of student programs; planning and supervising student assembly programs; processing of staff attendance and payroll data; etc.

The University of Minnesota seminar on clinical experiences in educational administration lists clinical experience opportunities including the following: obtain a master schedule for an elementary or secondary school; supervise the lunchroom; perform hall duties, etc.; obtain district policies on discipline; suspension, expulsion, etc.; assist/supervise bus loading.

There is no lack of suggested or recommended experiences for the clinical phases of UCEA member

institutions programs. Hundreds of activities can be found in these materials. Little evidence of articulation between these activities and the theory part of the programs was evident. Most such activities occur during the internship part of the programs and little mention is made about other clinical components of the programs reviewed. Such activities may be included within the various courses that make up the programs.

Many UCEA member institutions seem to allow for flexible planning of clinical experiences. Students develop a program of work for their clinical experiences and then must gain approval of the school sponsor and university staff member. This may meet the needs of some students, but, a logical concern would be about critical experiences that may be missing for the experience.

It is recommended that a detailed listing of activities based upon the content suggested be developed. This listing than could be divided into essential, recommended, and nice to have completed. This would assure some minimum of performance based on the essential activities.

Framework for Clinical Experiences

The framework for clinical experiences references the work of Turney (1973) and Daresh (1987a) and supports the idea of Griffiths (1988) regarding the placement of clinical experiences in an administrative preparation program. Griffiths recommends that clinical experiences begin almost on the first day of starting a program leading to certification as a school administrator.

The framework for clinical experiences includes those items already mentioned in an earlier part of this paper. These include: assessing career committment; refining school goals; practicing in realistic settings; developing competencies; and promoting personal professional development. It would seem appropriate to attempt to

classify the agreed upon content and learning activities within the criteria of the suggested framework. The framework could then be used as the operational structure for placement of the clinical experiences.

This framework might then result in the development of a three level program of clinical experiences. Using the present program at the State University of New York at Buffalo as a model the result might lead to this structure.

Early in the program an aideship experience would be required and this would include learning activities which would help the student assess his/her career commitment to the field of educational administration. This should occur early in the program so that those who may have made a poor career choice can select an alternate program of studies.

At about the midpoint of the program the student should take part in an internship experience which would include three items from the framework. These would be: practice in a realistic setting; refining school goals; and developing competencies. So often programs place the internship last in the program that little time is spent on reflective practice after the internship experience. Placing the internship at the midpoint of the program should help the student relate theory and practice in a more realistic way.

The final clinical experiences might be something like the associateship experience at Buffalo. This would allow for a period of reflection based upon the recently completed internship experience. Within the suggested framework it would be the time for promoting personal professional development. Under normal circumstances students at this point should be actively seeking positions in administration.

Following the suggested framework for clinical experience and the suggested operational guidelines may lead to more attention being given to the importance and development of meaningful clinical experiences. One would hope that appropriate learning experiences could be selected and included within the suggested framework.

REFERENCES

Committee for Identifying and Developing Educational Leadership (1990). CIDEL Internship Matrix. Lancaster, NY Board of Cooperative Educational Services.

Daresh, J. (1987). Administrative internships and field experiences: A status report. Paper presented at the University Council for Educational Administration, Charlottesville, VA: October.

Daresh, J. (1987a). Major assumptions of the practicum to prepare administrators: How valid are they ? Paper presented at the University Council for Educational Administration, Charlottesville, VA: October.

Florida Principal Competencies. (1986). Florida principal competencies: Basic and high performing. Tallahassee: Florida Council on Educational Management.

Gousha, R., LoPresti, P., & Jones, A..(1986).Mapping of a dynamic field: Results from the second annual survey of certification and employment standards for educational administration, 1960-1987. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago.

Griffiths, D. (1988). Educational administration: reform PDQ of RIP. A UCEA Occasional Paper, University Council for Educational Administration, Tempe, AZ.

Jacobson, S. (1990). Future educational leaders: from where will they come ?. In Jacobson and Conway (Ed.s) EDUCATIONAL LEADERSHIP IN AN AGE OF REFORM. New York: Longman.

Jacobson, S. & Conway, J. (1990). EDUCATIONAL LEADERSHIP IN AN AGE OF REFORM. New York: Longman.

Milstein, M. (1990). Rethinking the clinical aspects of preparation programs: From theory and practice. In Jacobson and Conway (Ed.s) EDUCATIONAL LEADERSHIP IN AN AGE OF REFORM. New York: Longman.

National Association of Secondary School Principals. (1990). NASSP REPORT OF SCHOOL PRINCIPALS SALARIES. Reston, VA: National Association of Secondary School Principals.

National Policy Board for Educational Administration. (1989).Improving the preparation of school administrators: An agenda for reform. Charlottesville, VA: University of Virginia.

Pautler, A. (1990). A review of UCEA member institutions clinical/internships/field experiences for educational

leaders. Unpublished paper. State University of New York at Buffalo, Buffalo, NY.

Peper, J. (1988). Clinical education for school superin tendents and principals. In Griffiths, Stout, and Forsyth (Ed.s) LEADERS FOR AMERICA's SCHOOLS. Berkeley, CA: McCutchan.

Petrie, H. (1989). Task Force to Study the Preparation and Licensure of School Administrators and Supervisors. Unpublished report. New York State Education Department, Albany, NY.

Pitner, N. (1988). School administrator preparation: The State of the Art. In Griffiths, Stout, and Forsyth (Ed.s) LEADERS FOR AMERICA's SCHOOLS. Berkeley, CA: McCutchan.

Schoen, D. (1984).Leadership as reflection-in-action. In T.Sergiovanni, & J. Corbally, LEADERSHIP AND ORGANIZATIONAL CULTURE.Urbana, IL: University of Illinois Press.

Turney, C. (1973). THE PRACTICUM IN TEACHER EDUCATION: RESEARCH, PRACTICE AND SUPERVISION. Sidney: Sidney University Press.

University Council for Educational Administration (1989). The preparation of educational administrators: Statement of purpose. Adopted by the plenary session of UCEA, October 27, 1989. Tempe, AZ: Arizona State University.